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ABSTRACT

The Texas Network fcr Preparing Schccl Based Teacher Educators (SBTEs) is a statewide ccoperative effcrt cf forty teacher centers, governed by an advisory board cf fourteen members, and devoted to the improvement of instructicn in elementary and seccndary schools through improved practice cf SBTEs. The SBTE is defined as being a professional educator, with responsibility fcr either preservice, inservice, or continuing teacher educaticn, and whose primary base of operaticn is in the elementary cr seccndary school. The program is dedicated to (1) improving teacher educaticn in Texas by developing competency specificaticns and instructicnal resources for the SBTE, (2) organizing a cooperative retwcrk among Texas Teacher Centers which supports SBTE development, and (3) demcnstrating and studying a program involving a ccnsortium cf consortia. The four majcr prcgram thrusts are network building, competency specifications, credentialling systems, and instructional systems. Each of these activities is described in detail. Evaluaticn studies of program effectiveness, prcgram budgeting factcrs, and program outcomes are summarized. (MJB)

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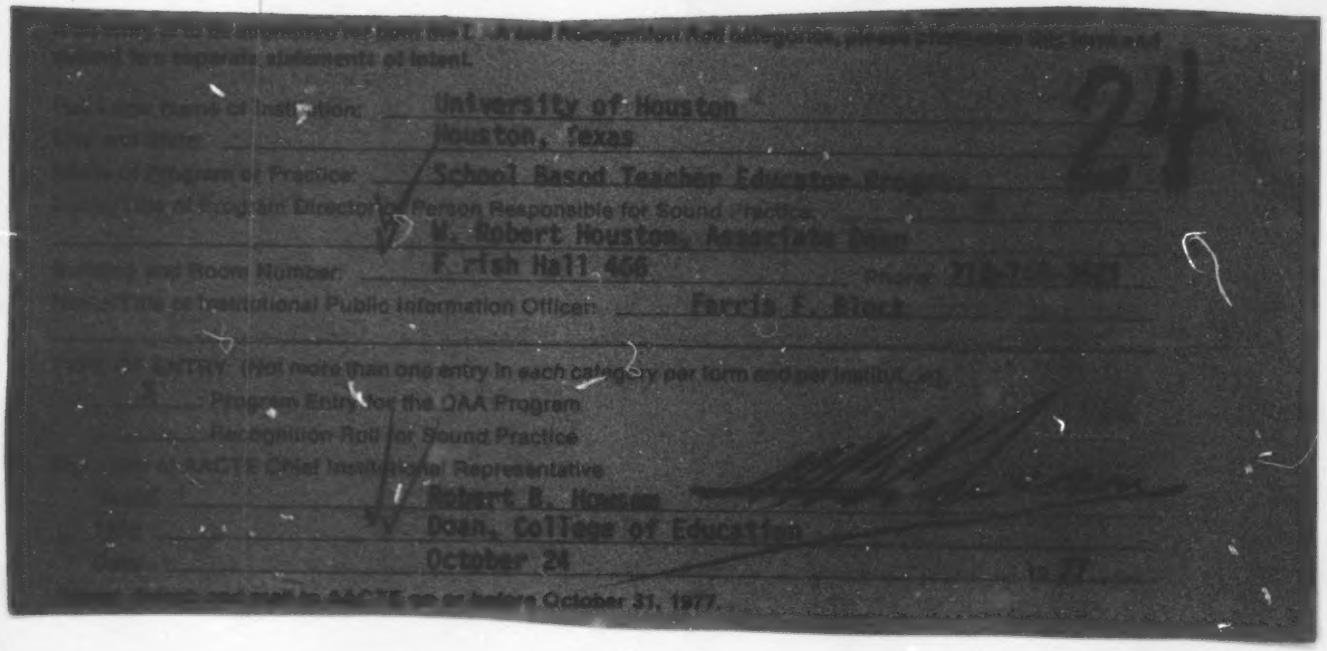

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STATE NETWORK FOR PREPARING SCHOOL BASED TEACHER EDUCATORS

SUMMARY

This program focuses on the conceptualization, development, and implementation of an increasingly important role in teacher education, the *school based teacher educator (SBTE)*. School based teacher educators are professional educators who have responsibility for staff development and whose primary base of operations is the elementary or secondary school. A network of 40 teacher centers was organized and governed by an advisory board of fourteen distinguished educators from Texas. This statewide cooperative effort has demonstrated what can be accomplished through joint actions.

Among the accomplishments of the SBTE network during the past two years are these:

1. Critical knowledge and skills of the SBTE were defined through a literature search, a research study of current practice, a conceptual paradigm based on clinical practice, analysis by a national panel, and a survey of 300 Texas educators.
2. Assessment instruments were designed for the SBTE role.
3. A 364-page annotated resource catalog of training materials was published.
4. A multi-media training program was designed, tested, and is being used extensively.
5. A study of SBTE credentialing practice in the U.S. was completed.
6. A survey of Texas-educator perceptions of selected credentialing issues was conducted.
7. A bill to finance SBTE's and teacher centers was introduced and almost passed in the Texas legislature.
8. These researched programs, and the SBTE name itself, are being widely used.

An independent assessment of a statewide sample of Texas educators found that knowledge about SBTEs increased from 6 to 69 percent between September 1975 and April 1977.

The SBTE role is a powerful concept that is increasingly important in teacher education. The SBTE program is exemplary in its developmental/implementation processes, and in its achievement in bringing together diverse constituencies from across a state into a consortium working toward a common goal: the improvement of instruction in elementary and secondary schools through improved practice of school based teacher educators.

STATE NETWORK FOR PREPARING SCHOOL BASED TEACHER EDUCATORS

INTRODUCTION

- A third-grade teacher in Abilene, Texas, completes an observation instrument while his student teacher acts as instructor.
- In Houston, an instructional strategist confers with a beginning high school English teacher about ways to be more effective in individualizing instruction.
- A teacher/team leader in McAllen, Texas, plans with his team ways to improve the organization of the team's students for instruction.
- In Dallas, four teacher/consultants interpret needs assessment data as they plan area-wide teacher inservice programs.

These persons have two things in common.

1. They are all school based teacher educators (SBTE), and
2. They all improved their skills through a newly completed professional development program for SBTEs.

This program, initiated through the University of Houston and impacting the State of Texas, is the subject for this entry in the Distinguished Achievement Award. This document describes the various research studies and activities in the SBTE program. What is less easily communicated is the enthusiasm and excitement of those persons engaged in the process.

THE CONCEPT AND PROGRAM GOALS

As university teacher education programs become more field based during preservice preparation and as school districts invest more heavily in the

inservice education of their professional personnel, the school-based teacher educator (SBTE) becomes more critical.

> THE SBTE IS A PROFESSIONAL WHO HAS RESPONSIBILITY FOR EITHER PRESERVICE, INSERVICE, OR CONTINUING TEACHER EDUCATION, AND WHOSE PRIMARY BASE OF OPERATIONS IS IN THE ELEMENTARY OR SECONDARY SCHOOL.

This definition is broad enough to encompass a number of roles with similar functions. The SBTE:

1. Interacts with other persons about professional performance;
2. Demonstrates a knowledge of professional practices; and
3. Concurrently demonstrates, as a teacher, the behaviors he/she is training others to perform.

The part-time SBTE is a teacher of students as well as a teacher of teachers, whereas the full-time SBTE is primarily associated with training teachers. *While a critical role in both preservice and inservice education, scant attention has been given to systematic development of SBTE competencies and SBTE training programs.*

To meet these needs, the SBTE program has established three goals:

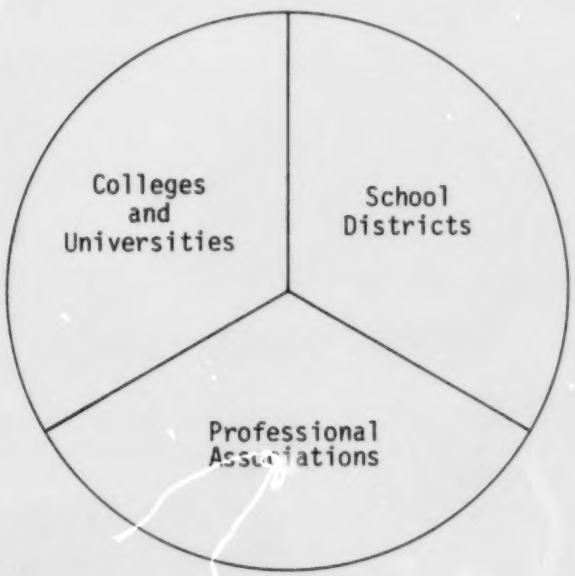
1. To improve teacher education in Texas by (a) developing a set of competency specifications for the school-based teacher educator; and (b) developing a prototype set of instructional resources for this role.
2. To organize a cooperative network among Texas teacher centers which supports the process of SBTE development.
3. To demonstrate a process for designing and disseminating a program using a consortium of consortia and to study that process.

PROGRAM DESCRIPTION AND IMPLEMENTATION

Based on these goals, four complementary program thrusts were pursued: network building, competency specifications, credentialing systems, and instructional systems.

ORGANIZATION OF THE TEACHER CENTER NETWORK

For the past seven years, the Houston Area Teacher Center has operated as a cooperative consortium involving (1) seventeen school districts, (2) their professional associations, and (3) the University of Houston. The Bylaws were cooperatively developed and provide for equal representation on all governing boards from each of the three partners. The Teacher Center reviews new teacher education programs and recommends ways of improving them, holds inservice programs for supervising teachers, and provides a collaborative forum for discussions and actions among the three partners relative to educational problems and promises. The SBTE developmental program was administered through this teacher center by its executive board.



A Teacher Center involves equal representation among the three partners in teacher education.

The SBTE program was initiated by the University of Houston and the Houston Area Teacher Center as a proposal to the Fund for the Improvement of Postsecondary Education, HEW. The Fund subsequently supported the initial two-year experimental project.

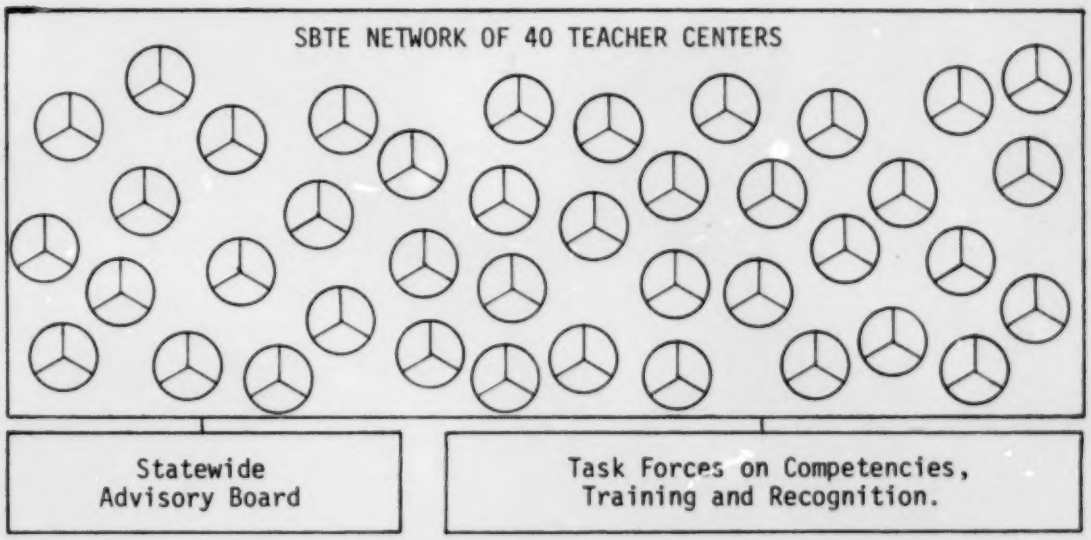
In September 1975, an invitation was extended by the Houston Area Teacher Center to other teacher centers in the state to send representatives to an organizational meeting of the SBTE network. More than sixty persons attended that first meeting of the SBTE project on October 26, 1975, in Fort Worth. The purpose of the conference was to disseminate information about program goals and objectives, proposed activities, and expected outcomes.

While initial interest could be expressed by centers at the organizational meeting, each center was expected to obtain formal approval from its governing board for participation in the network. A transparency and audiotape presentation delineating potential benefits and obligations of network participation was prepared and mailed to all teacher centers in an effort to ensure uniformity of information about the program in presentations made to individual governing boards. Forty teacher centers subsequently joined the SBTE Network. They represented almost all colleges and universities in the state and over two hundred school districts. A map on the following page shows the location of teacher centers while a listing of them is found in the Appendix.

A State Advisory Board was formed consisting of fourteen distinguished Texas educators, including deans of education, presidents of professional associations, school administrators with staff development responsibilities, representatives from Texas Education Agency and Texas State Teachers Association. Three statewide Task Forces have directed major developmental

SBTE INVOLVEMENT

efforts: Competency Identification Task Force, Training Specifications Task Force, and Recognition System Task Force. Twenty-eight educators from across the state served on them. Their names are listed in the Appendix. Leadership thus emanated from professionals with a wide range of expertise from a number of institutions who gave of their time and talents to develop this program.



On March 31 and April 1, 1976, more than eighty representatives of Network teacher centers convened in Corpus Christi for the first SBTE State Teacher Center Conference. The two-day conference was a working session, with participants reviewing the efforts of all three Task Forces, providing input for refinement and direction for future efforts.

One year later, the SBTE instructional units were presented at the second SBTE State Teacher Center Conference (March 30-31, 1977) at the Shamrock Hilton Hotel in Houston. Those in attendance engaged in a series of hour-long sessions of their choice on three of the five units. Unit developers and personnel from pilot test sites presented selected portions of each unit.

Two scenes from the 1976 SBTE Conference.

In the 1977 SBTE Conference, over 100 people worked with samples of instructional units.

That morning, representatives of Network member teacher centers met and discussed the issue of continuing the Network beyond any external support. Three hours of discussion resulted in a decision by the representative body to ask the State Advisory Board to appoint a special Task Force to draw up bylaws for the continuation of the Network. An initial draft of the bylaws was written by the fourteen-member Task Force meeting in San Antonio on April 26, 1977, circulated to member teacher centers for reaction, and revised on the basis of input received at a second meeting in Austin on June 24, 1977. A copy is included in the Appendix.

A meeting of the Network, based on these bylaws, was held on November 6, 1977, as part of the fall Texas Education Agency Teacher Education Conference in Dallas with nearly 100 delegates from across Texas attending. Interest in continuing cooperative interaction among teacher education institutions and in increasing the impact of this program were clearly evident. Collaboration is becoming an increasingly important process as colleges of education work more closely with school districts and professional associations. The Texas Network illustrates an effective process whereby collaboration on a voluntary, mutually-beneficial basis supports local efforts.

COMPETENCY SPECIFICATION

A set of twenty competencies for school based teacher educators was developed through an extensive process involving these steps.

1. An extensive SBTE literature review providing data on research and current practice was conducted and detailed in SBTE Publication 2. This and fourteen other SBTE publications are available for review and are annotated in the Appendix.

2. A research study of the activities and responsibilities of staff development personnel assessed current practice through a series of in-depth interviews. This is reported in SBTE Publication 6.

3. Concept papers on clinical practice were commissioned from four other professions (allied health, clinical psychology, business administration, and nursing), with implications drawn for clinical practice in teacher education. These papers are contained in SBTE Publication 5.

4. An initial set of SBTE competency specifications was drawn from the literature search, task analysis and conceptual position of clinical practice.

5. The initial list of competencies was reviewed by a national panel of fifty-two experts in teacher effects research, teacher education, supervision, clinical supervision, and inservice education.

6. The national panel's recommendations were analyzed by the statewide Competency Identification Task Force who refined the list of competency statements.

7. A survey was conducted of three hundred Texas educators who rated the importance of these competency specifications for preservice and inservice SBTEs.

8. A second revision of competency specifications was made and presented at the first annual SBTE conference.

9. Conference participants reviewed all data resulting from previous activities and refined the specifications of competencies. Teacher centers in the SBTE Network formally adopted these competency specifications, first as a group in the 1976 annual conference, and later in their respective centers.

This process is described in detail in SBTE Publication 7. The revised list of SBTE Competencies appears in the Appendix.

Competencies were further defined as more specific objectives, with indicators of attainment and assessment criteria for each. These are described in SBTE Publication 13.

In a companion publication (14), a self-assessment instrument was developed to aid school based teacher educators to assess their clinical strengths and weaknesses. Consisting of sixty-six items, this instrument aids the SBTE in determining which of the twenty competencies are most appropriate for further study.

Resources relative to each of the twenty competencies were identified, annotated, assessed, and catalogued by an experienced team of educators in a year-long study. Resources ranged from textbooks and audiovisual presentations to complex training systems, and from introductory to advanced levels. This 364-page resource guide is SBTE Publication 10.

RECOGNITION AND/OR CREDENTIALING OF SBTEs

Concurrently, the Recognition Task Force was exploring issues related to recognizing or credentialing school based teacher educators. Task force members generated a series of issues and polled 152 teachers, school administrators, and teacher educators from across the state. The results of that poll and a thorough treatment of the issues involved are reported in SBTE Publication 8.

In addition, forty-nine states and the District of Columbia (Texas excluded) were surveyed to determine whether they had any form of specialized credential for school based teacher educators. The results of that survey are contained in SBTE Publication 3.

TRAINING SYSTEMS

In addition to annotating resources relative to the twenty competencies, an SBTE training system was designed which provided general introductory skills related to supervision. While SBTEs typically are effective teachers of children and youth, they may lack the skills for effective instruction of fellow professionals. The focus of the comprehensive system was on clinician skills, and included five instructional units: (1) *Exploring Clinical Practice*, (2) *Interpersonal Communication*, (3) *Planning*, (4) *Classroom and School Data Collection Procedures*, and (5) *Data Presentation and Analysis*.

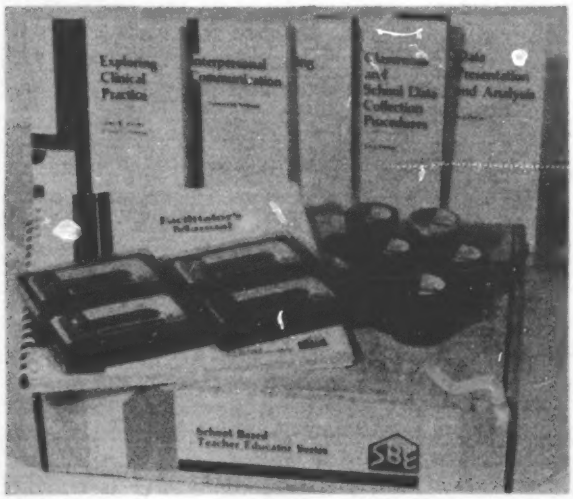
Based on recommendations of the Training Specifications Task Force, these units involved unique aspects including simulations, scenarios, critical incidents, small group interaction, role playing, and the development and application of clinically analytic skills. These units are fast paced, with a wide array of changing activities in learning experiences. A detailed description of these units is included in the Appendix.

Specifications for the development of instructional units were prepared and approved by the statewide Training Specifications Task Force. These detailed specifications relied heavily on the concept of exportability so that the final products would be useful in a wide range of settings. Based on these specifications, a prototype set of materials was prepared and pilot tested.

Pilot tests of three units were conducted at six locations in Texas—McAllen, Harlingen, Tyler, Dallas, Abilene, and Pasadena.

Participants in the pilot tests included classroom supervisors of student teachers who were acting as part-time SBTEs, as well as full-time SBTEs. The facilitators for pilot tests were members of local teacher centers who relied exclusively on facilitator guides for direction. The purpose of the tests was to assess the usefulness and useability of materials. Extensive studies, described later, were conducted to determine the effectiveness of these resources. Both participants and facilitators were enthusiastic about the materials, the clarity of presentations, the usefulness of content and skills, and the relevancy of resources to SBTEs. They also identified a number of ways in which the training program could be improved.

Based on the pilot tests, and the product evaluation studies conducted in conjunction with them, the instructional units were revised and refined. This revised training system consists of five participant manuals (one for each unit), five filmstrips, seven audiotape programs (on four cassettes), and a facilitator's manual for all five units. This package, entitled *The School Based Teacher Educator Series*, is pictured below.



Each of the forty teacher centers has a complete set of the materials to use in their programs for improving the skills of the SBTEs with whom they work. Thus, not only is the network of centers operational but tested training programs for SBTEs are being widely used. During 1977, more than 500 teachers participated in SBTE training programs using these materials. Because each of these 500 SBTEs will be working with many other preservice and inservice teachers, the impact of the training materials will be multiplied many times.

EVALUATION

The SBTE program is a comprehensive research and development effort. Many studies are embedded within the program. The program's research and evaluation efforts can be categorized in four major areas: (1) competency validation studies, (2) product evaluation studies, (3) credentialing studies, and (4) project impact evaluation.

COMPETENCY VALIDATION STUDIES

These studies have focused on the questions: What competencies should SBTEs possess? Should the competencies be different for SBTEs working with preservice teachers than for those working with inservice teachers? A rigorous series of steps, outlined earlier, was followed to identify and reach consensus regarding the competencies needed for SBTEs. Several studies included in that process are listed here: (1) Task analysis of SBTE roles through interview study, (2) assessment of competencies by a national panel of educational experts, (3) survey of three hundred Texas educators of perceived importance of competencies. SBTE Publication 7 contains a summary of these studies.

PRODUCT EVALUATION STUDIES

One of the major outcomes of the SBTE project was the development of a set of five instructional units for training SBTEs. A field test of three of the units was conducted during November and December 1976.

While the SBTE program staff monitored the field-test activities, the Research and Development Center for Teacher Education, The University of Texas at Austin, conducted a third-party evaluation of the instructional

unit field tests. The R&D Center's evaluation activities were based on data completed by participants and facilitators at each site. The results were reported by Drs. Susan F. Loucks and Gene E. Hall in "Evaluation Report of Participant and Facilitator Questionnaire Data of the Fall 1976 Field Test of Three SBTE Modules" (1977). Loucks and Hall's conclusions regarding the field tests were that the instructional units worked well, the activities and directions made sense, and the participants were generally pleased with the units (Loucks and Hall, pp. 23-24). Whether or not the participants actually developed and can now apply the SBTE competencies identified in the units was not tested. The data tell us only that the short term "happiness coefficients" about the experiences were positive. The measurement of learning outcomes is the next step in unit evaluation.

In addition, a member of the SBTE staff from Houston conducted an ethnographic study through site visitations to pilot test locations. She conducted interviews with all of the facilitators, observed the resource organization at all locations, and interviewed a majority of the participants. At McAllen, Abilene, and Pasadena, the evaluator observed the ongoing pilot tests. A summary of her findings is in SBTE Publication 12.

CREDENTIALING STUDIES

Two studies were conducted to provide data on credentialing SBTEs. The first surveyed state departments of education in forty-nine states and the District of Columbia to determine the extensiveness of SBTE certification (SBTE Publication 3), while the second surveyed educator perception of various issues related to credentialing in Texas (SBTE Publication 8).

PROGRAM IMPACT STUDIES

To evaluate the impact of the program, Hall and Loucks completed an independent assessment of the program. Their report, "The Present State of the Scene in Texas Teacher Centers, With Special Attention to the Effects of the School-Based Teacher Educator Project," was completed in the Spring of 1977.

The evaluation report had as its focus assessing the state of Texas teacher centers and the degree of awareness and use of concepts and products developed by the School Based Teacher Educator program.

Drs. Hall and Loucks' report is based on data collected via three surveys mailed to a representative sample of teachers, school administrators, and college faculty in Texas. The first survey was mailed and analyzed in September 1975 (Hall, Loucks & George, 1975). That survey focused on assesing the "state of the scene" in teacher centering in Texas, surveying SBTE-related needs and activities, and assessing dissemination factors.

A second questionnaire was mailed in the Spring of 1976 (Loucks & Hall, 1976). That survey focused on teacher center activities during the year, on teacher center networking, and on the extent of SBTE dissemination.

The third survey was conducted in April 1977. This questionnaire focused on the activities and networking of Texas teacher centers two years after the SBTE program had started, and on the effects of SBTE dissemination strategies.

At the beginning of the program, a comprehensive search was made of the literature to determine the extent to which the term "school based teacher educator" had been used. No evidence was found of its previous use. Thus, the acronym "SBTE" was used as a tracer to determine the extent

to which the program was disseminating its concepts and products. Hall and Loucks found that in a sample of Texas educators the percentage of respondents who had heard of SBTE and had a reasonably valid definition of the concept *increased from 6 percent in September 1975 to 69 percent in April 1977.*

BUDGET

Budget details for the SBTE program are not easily described because of their varied sources. A grant from the Fund for the Improvement of Post-Secondary Education provided for initial development of the concept. Those funds are no longer available, but did provide the impetus for further efforts.

The SBTE training program in the Houston Area Teacher Center is supported by state funds paid to school districts for inservice education of supervisors of student teachers. The seventeen school districts in the Center contribute sixty percent of these funds to the Center ($30 per supervising teacher). The total budget, $16,200 per year, is allocated as follows: 38 percent for development of new and innovative training programs; 50 percent for delivery of inservice programs; 7 percent for administration of the program; and 5 percent for contingencies.

Each member center in the teacher center network contributes twenty-five cents the first year for each supervising teacher in their undergraduate programs. This may be increased to one dollar over a four-year period as stipulated in the Network Bylaws. These funds are used to support network-related projects and activities, and amount to about $3,000 the first year.

During the first two years, fifteen publications and a training system were developed in the SBTE program. These are sold at the cost of printing, distribution, and handling. This arrangement makes the SBTE training resources available to a wide audience, on a regenerative basis, at a nominal cost.

During early discussions in the SETE Network, it became evident that teacher centers were highly restricted by a lack of any fiscal base. The Advisory Board decided to institute *legislative action to provide needed resources that would strengthen the SBTE*. We were joined early by the Texas Association of Colleges for Teacher Education, Texas State Teachers Association, and Texas Association of Teacher Educators. TSTA agreed to write and secure sponsors for such a bill. In the House, HB 1538 was sponsored by Representatives R. L. Vale and Dan Kubiac. In the Senate, Oscar Mauzy sponsored SB 1034. The bill almost passed in 1977—the House Sub-Committee unanimously endorsed it, the House Committee on Education supported it, and the House passed it. The Senate Committee on Education passed it, but it died without reaching the floor for a vote as both bodies grappled in the closing days of the session with the details of a bill to finance all school districts in the state. We were encouraged by the broad support of educators and legislators throughout the state, and will seek such legislation in the next session. If funded, those bills would have provided nearly two million dollars per year to further develop SBTEs and improve teacher education. It is anticipated that during the next session of the legislature the bill will be reintroduced and favorably acted upon.

OUTCOMES OF THE PROGRAM

The goals of the School Based Teacher Educator Program require that the entire effort be directed in such a manner that products would be useful in a broad variety of settings, and in varying types of institutions involved in teacher education. To this end, an impressive set of products has been developed, and processes exemplary of future directions in teacher education have been demonstrated. Specifically:

- The SBTE program has explored, analyzed, and researched an evolving and increasingly important role in teacher education—the School Based Teacher Educator.
- It has demonstrated the organization and development of a cooperative statewide network of teacher centers. Since each center is a consortium of colleges and universities, school districts and professional associations, the network is a consortium of consortia.
- It has demonstrated how a modest federal grant can be used to generate local and statewide enthusiasm and programs which continue beyond the external funding.
- It has developed knowledge and skills for the SBTE which were based on literature reviews, research studies of persons in SBTE roles, conceptual paradigms of clinical practice, perceptions of a national panel of experts, and perceptions of teachers and teacher educators across the state.
- It has designed a self-assessment system and the basis for an observation/interview evaluation system related to SBTE competencies.
- It has surveyed existing training programs, analyzed and annotated them, related them to the SBTE competencies, and published a 364-page catalog of resources.
- It has developed a training system for SBTEs composed of seven audiotapes, five filmstrips, five instructional units, and a facilitator's guide.
- It has explored credentialing through a national study of certification and a state survey of educator perceptions relative to credentialing issues.
- It has conducted research on competency validation, product evaluation, credentialing, and diffusion of innovations.
- It has implemented these new programs not only in Houston, but across the state.
- It has published fifteen monographs, position papers and research efforts.

- It has formulated and introduced a bill in the Texas Legislature that would have supported further efforts, and generated support from all segments of the education community. The bill almost became law before the legislative session ended, passing the House and the Education Committee of the Senate; it will be reintroduced at the next session.
- An unbiased, independent assessment of the program found that the SBTE program has greatly influenced local teacher education programs and the statewide effort. The number of Texas educators who were familiar with the SBTE concept grew from 6 percent to 69 percent between September 1975 and April 1977.

The School Based Teacher Educator is a powerful role—powerful politically and powerful in terms of potential outcome—but that power will be diminished to the extent that it is not encouraged and supported by strong conceptual and training efforts. We are proud to be associated with this effort, and hope others will view it as exemplary.

APPENDIX

TEACHER CENTERS IN THE SBTE NETWORK

MEMBERS OF NETWORK ADVISORY BOARD AND TASK FORCES

BYLAWS OF TEACHER CENTER NETWORK

PUBLICATIONS OF SBTE PROGRAM

SBTE COMPETENCIES

SBTE INSTRUCTIONAL UNITS

SBTE NETWORK

Abilene Teacher Center

Austin Cooperative Teacher Education Center

Brazos Valley Teacher Center, College Station

Cen-Tex, Baylor University and Paul Quinn College, Waco

Cleburne Area Cooperative Teacher Center, Keene

Dallas Teacher Center

East Texas State University, Texarkana

East Texas State University, Commerce

Edinburg Teacher Center

Fort Worth Teacher Center

Houston Baptist University

Jarvis Christian College, Hawkins

Lamar University, Beaumont

Laredo Teacher Center

Mid-Cities Teacher Education Center, Arlington

Mid-Coast Education Advisory Center, Victoria

Midwestern State University, Wichita Falls

North Texas State University Denton

Prairie View A&M University

Region VII Teacher Center, Nacogdoches

Sam Houston State University, Huntsville

San Antonio Teacher Center, Region XX

South Plains Teacher Education Center, Lubbock

Stephen F. Austin Field Based Center, Nacogdoches

Sul Ross State University, Alpine

Tarleton State University, Stephenville

Texas A&I University, Kingsville

Texas College, Tyler

Texas Eastern University, Tyler

Texas Lutheran University, Seguin

Texas Southern University, Houston

Texoma Cooperative, Sherman

University of Dallas, Irving

University of Houston

University of Houston at Clear Lake City

University of St. Thomas, Houston

University of Texas at Dallas

University of Texas at El Paso

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TEXAS COOPERATIVE TEACHER CENTER NETWORK

BY-LAWS

Adopted November 7, 1977

Section 1
PURPOSE

To provide opportunities for cooperative interaction among teacher centers concerned with:

a. programs and procedures for improved pre- and inservice professional development;

b. credentialing of education professionals, including school based teacher educators and paraprofessionals; and

c. advocacy of and support for, research and development efforts leading to improved professional development practices.

Section 2
MEMBERSHIP

The Network shall be composed of those teacher centers in Texas that apply, meet Network-required qualifications, and have been admitted to membership by a majority vote of the General Delegate Assembly.

To qualify for membership the teacher center shall agree to:

a. abide by the Bylaws of the Network;

b. financially support the Network by the payment of all required dues;

c. work cooperatively through this Network with other teacher centers to improve teacher education, both preservice and inservice; and

d. support and participate in Network activities.

Section 3
ORGANIZATION

3.1 The governance structure of the Network shall consist of a Delegate Assembly and a Board.

The Delegate Assembly shall be composed of (1) four voting delegates from each member teacher center, one of whom shall represent the organized profession, one the public schools, one the colleges/universities, and a fourth delegate designated at large by the governing board of each teacher center, and (2) ex-officio, non-voting representatives of the Texas Education Agency and other organizations seeking such representation, as approved by the Executive Board on an annual basis.

The Executive Board shall be composed of the five officers of the Network and six other elected members. The officers of the network shall be the:

(1) President,

(2) President-Elect,

(3) Past President,

(4) Secretary, and

(5) Treasurer.

The President-Elect, Secretary, Treasurer and other Board members shall be elected annually at the fall meeting of the Delegate Assembly by a majority vote of the voting delegates. There shall not be more than one officer and/or Board member from any one teacher center.

Board members other than officers shall be elected to two-year terms. To stagger the terms of the Board members, in the first year three will be elected for a one-year term. Board members and officers, excepting the President, Past-President, and President-Elect, may succeed themselves in office. Officers and Board Members must maintain eligibility by continuing their participation in local teacher center activities during their term of office.

Vacancies that occur on the Board may be filled by election at the next Delegate Assembly. In the event the vacant office is that of President, the President-Elect or the Past-President, in that order, shall assume the office until the next election is held. Responsibility of any other vacant office shall be assumed by the President and the Board until the next election.

3.2 The Network shall be financed by pro rata assessment of member Local Cooperative Teacher Education Centers based on the number of supervisors of student teachers for which the Center received compensation from TEA for the previous year. During 1977-1978, this assessment would be 25¢ per supervising teacher based on the 1976-1977 TEA funding report. This would be raised by 25¢ each year to a maximum of $1.00 per supervising teacher, provided the Delegate Assembly approves such increase. Other centers shall be assessed a membership fee to be determined in each case by the Executive Board.

Section 4
MEETINGS

4.1 The Delegate Assembly shall meet twice each year. There shall be a Fall meeting to be held in conjunction with the Texas Education Agency fall conference on teacher education. There shall be a Spring meeting to be held in conjunction with the meeting of the Texas Association of Teacher Educators/Texas Society of College Teachers of Education.

4.2 The Executive Committee shall hold four meetings each year.

Special meetings of the Executive Committee may be called by the President. A quorum shall consist of a majority of the Executive Committee membership.

Section 5
AMENDING THE BYLAWS

Network Bylaws may be amended by two-thirds of the voting delegates present at the Spring Delegate Assembly, provided the proposed amendment had been submitted to the Executive Board and distributed to all member teacher centers at least 60 days prior to the Spring Assembly meeting.

LIST OF SBTE PUBLICATIONS

No. 1. Houston, W. R., et al., *Project Description and Organization*, 12 Pages.

The need for SBTE and project activities are presented in this initial publication; also names of educators who are involved in the project. Not Available

No. 2. Johnson, J., et al., *School Based Teacher Educators: Rationale, Role Description and Research*, January, 1976, 33 pages (ERIC ED 124 512)

Various roles within the concept of SBTE are described and examined through an extensive review of published research and opinion.

No. 3. Stell, E. A., et al., *National Survey of School Based Teacher Educator Credentialing Process*, January, 1976, 6 pages (ERIC ED 124 513)

Directors of certification in 49 states and the District of Columbia were surveyed relative to credentialing of SBTE in their states.

No. 4. Hall, G. E. and Loucks, S., *Teacher Centers in Texas: The State of the Scene*, November, 1975, 8 pages (ERIC ED 124 514)

Current status of teacher centering in Texas is reported in this study conducted in September, 1975. Three hundred teachers, school administrators, and university faculty members responded to a questionnaire concerning the extent of teacher center activities.

No. 5. Warner, A. R., et al., *Clinical Experiences and Clinical Practice in Professional Education*, February, 1976, 103 pages (ERIC ED 123 209)

Clinical experience and clinical practice in nursing, business administration, allied health, and clinical psychology is explored in a series of four papers included in this monograph. A fifth paper explores additional professions and draws implications for SBTE.

No. 6. Stell, E. A., et al., *A Task Analysis of Staff Development Personnel in Selected Public School Districts*, March, 1976, 32 pages (ERIC ED 124 515)

Nineteen practicing School Based Teacher Educators in the Houston area were interviewed to provide data for deriving SBTE competencies through task analysis.

No. 7. Cooper, J. M., et al., *Specifying Competencies for School Based Teacher Educators Through Task, Conceptual, and Perceptual Analyses*, July, 1976, 22 pages (ERIC ED 131 039)

The process used in identifying SBTE competencies is described, including the analyses of members of the national panel of experts, and the results of the state survey of perceptions are reported in this monograph.

No. 8. Houston, W. R., et al., *Credentialing School Based Teacher Educators: Basis for Decisioning*, August, 1976, 63 pages (ERIC ED 124 513)

This publication discusses the issues involved in SBTE credentialing and the criteria for decisioning, reports results of study of perceptions of Texas educators, and outlines plans recommended by 12 panels.

No. 9. Houston, W. R., et al., *School Based Teacher Educator Project: Report of First-Year Activity, 1975-1976*, June, 1976, 81 pages (ERIC ED 131 041)

Activities and outcomes of the first year of the SBTE project are summarized in this document.

No. 10. Rand, C., Ed. *Resources for School Based Teacher Educators*, May, 1977, 364 pages (ERIC ED 141 290)

Hundreds of commercially-available resources to assist school based teacher educators in achieving competence and working with teachers are catalogued in this document, cross-referenced by competency statements and sub-objectives.

No. 11. Warner, A. R., et al., *Preparing School Based Teacher Educators*, June, 1977, 28 pages

The development of the School Based Teacher Educator Series of five instructional units under the guidance of

the Training Specifications Task force is contained in this monograph. Included are the basic assumptions for training; the identification of target areas for materials development, pilot testing and revision; and descriptions of the complete instructional units.

No. 12. Houston, W. R., Cooper, J. M., and Warner, A. R., *School Based Teacher Educator Project: Report of Second-Year Activities, 1976-1977*, June, 1977, 112 pages (ERIC SP 011 355)

Activities and outcomes of the second year of the SBTE Project are summarized in this document.

No. 13. Cooper, J. M., Houston, W. R., and Warner, A. R., *Objectives, Indicators of Attainment, and Assessment Criteria for Twenty School Based Teacher Educator Competencies*, June, 1977, 49 pages (ERIC SP 011 138)

A companion piece to publications No. 10 and No. 14, this monograph specifies more specific, behavioral statements of purpose derived from 20 school based teacher educator competency statements, suggests evidence that might be acceptable for judging the attainment of objectives, and states criteria that may be used for judging the adequacy of evidence.

No. 14. Cooper, J. M., Houston, W. R., and Warner, A. R., *Self-Assessment Instrument for Twenty School Based Teacher Educator Competencies*, May, 1977, 13 pages (ERIC SP 011 139)

Sixty-six items designed to capture the essence of the 20 competency statements are set fore here. Based on the results of this self-assessment instrument, teacher center personnel, together with SBTEs, can establish priorities for those competency areas in which training will be offered.

No.15. Kingery, D., *Implementing the School Based Teacher Educator Program in Teacher Centers*, May, 1977, 30 pages (ERIC SP 011 140)

Written by one who has been involved for many years in the Texas teacher center movement, this document sets forth practical guidelines for placing the School Based Teacher Educator concept into practice in teacher centers.

COMPETENCIES FOR SCHOOL BASED TEACHER EDUCATORS

The School Based Teacher Educator will be able to:

1. Assist teachers to develop interpersonal skills and effective communication with students, colleagues, and school constituencies.

2. Assist teachers to gather and utilize relevant data about school, classroom and community environments.

3. Assist teachers to understand and work effectively with different socioeconomic/ethnic/cultural groups.

4. Assist teachers to translate knowledge of current educational research and development into instructional practies.

5. Assist teachers to develop a personal teaching style consistent with their own philosophy.

6. Assist teachers to improve their understanding of basic concepts and theories of the subjects they teach.

7. Assist teachers to understand and use techniques and instruments designed to diagnose students' academic and social development needs.

8. Assist teachers to design, develop, and maintain environments that facilitate learning.

9. Assist teachers to develop instructional goals and objectives.

10. Assist teachers to develop and/or adapt instructional programs and materials.

11. Assist teachers to select and utilize various strategies and models of teaching, e.g., concept development, inductive procedures, nondirective teaching.

12. Assist teachers to design and implement personalized learning plans.

13. Assist teachers to develop effective leadership skills.

14. Assist teachers to understand and use effective techniques of classroom management.

15. Assist teachers to evaluate instructional effectiveness by collecting, analyzing, and interpreting data on teacher and student behavior.

16. Assist teachers to develop, implement, and assess continuing individual professional growth plans.

17. Plan and conduct individual conferences with teachers.

18. Recognize the existence of personal problems that affect a teacher's instructional effectiveness and initiate referral processes.

19. Demonstrate effective planning, organizational and management skills.

20. Facilitate research studies on teaching and learning.

THE SCHOOL BASED TEACHER EDUCATOR SERIES

Unit 1. *Exploring Clinical Practices (1½ hours)*

This unit provides an introduction to and overview of the SBTE instructional program. The primary emphasis is on providing participants with an opportunity to make a knowledgeable commitment to continue in the program and to help participants identify their strengths and weaknesses in relation to the five-step clinical supervision cycle. A filmstrip with audiotape introduces the clinical supervision cycle, and four simulation scenarios give participants opportunities to practice the five steps of the cycle. A second filmstrip with synchronized audiotape describes the four remaining units in the program to provide participants with an overview of materials available to develop various clinical strengths.

Unit 2. *Interpersonal Communications (6-8 hours)*

This unit emphasizes the development and demonstration of interpersonal communication skills (both verbal and nonverbal) in a one-to-one, supervisor-and-teacher, context. An introductory filmstrip with accompanying audiotape presents an overview of the various aspects of interpersonal communication. Three additional film strips and audiotapes present the concepts of eye contact and facial expressions, territoriality and spatial arrangement, and vocal intonation, inflection and gesturing. Six brief papers are assigned for participants to read and discuss. These papers deal with perceiving and respnding with empathy, warmth, and respect; being concrete in a nonthreatening manner; and using clarification process to enhance communication. In addition to the audiovisual presentations and papers, three simulation activities are included to give participants insight into the more subtle aspects of interpersonal communication skills.

Unit 3. *Planning (6-8 hours)*

This unit emphasizes joint supervisor-teacher goal setting and joint decisions on specific data to be collected by the supervisor through direct classroom observation. Participants learn to deal with simulated planning problems through the construction of a force field analysis, a Gantt Chart, and a PERT chart. Two problems, one dealing with a student teacher and one dealing with a new teacher, are presented on audiotape to assist participants in developing planning skills. Participants may select one or both of these problems to work through as a group planning task.

Unit 4. *Classroom and School Data Collection (6-8 hours)*

Many observational data collection schemes have been developed to sample various aspects of teacher-pupil interaction. This particular unit provides an overview of some of those available to the school based teacher educator. Part I deals with a variety of ways of collecting objective classroom data. The techniques include audio and video recordings, classroom interaction matrices, seating pattern charts, informal observation instruments, and recording selected verbatim data. In Parts II and III, participants deal with instruments designed to collect data about school organizational climate and pupil perceptions of classroom practices. Part IV explores the place of criterion-referenced testing in an instructional program. A number of activities supplement the written instructional materials contained in each of the four parts.

Unit 5. *Data Presentation and Analysis (6-8 hours)*

Once data have been collected, they must be analyzed, made meaningful, and communicated to the teacher in a way that permits the teacher to make plans for future personal professional growth. This unit describes five modes for presenting data, including frequency distributions, graphs, matrices, classroom maps, and verbatim transcripts. The sections on data analysis describe two simple statistical techniques for analyzing classroom data--chi-square and sign tests--and include activities that provide practice for participants to analyze collected data in terms of the goals of the observation. Eight activities provide participants with opportunities to practice skills developed in the program.